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ABSTRACT

This handbook contains a variety of activities to help teachers of middle school students implement an Advisory Program. It notes that teachers in other middle schools have reported that students, through advisory experiences, have become more interested in school, better at communicating, better behaved, more cooperative, and more productive in their school work. It is explained that, as an advisor in the program, the middle school teacher becomes a significant other to the student and serves as an advocate, friend, and person to whom the student can turn for advice, understanding, and caring on a daily basis. It is contended that this program offers a "home away from home" during the transitional years of middle school. Section I provides an introduction to the handbook; describes the characteristics of the middle school child; and presents the rationale, philosophy, and goals/objectives of the advisory program. Section II focuses on program orientation and presents general and operational guidelines. Section III defines the roles and responsibilities of administration and principal, advisory committee, advisor, and counselor. Section IV concentrates on making the advisory program work. Section V poses and then answers the 10 most commonly asked questions about advisory programs. Section VI discusses student, parent, and teacher evaluations. Section VII contains a list of 58 selected resources that include books, periodicals, schools in North Carolina, and professional organizations. (NB)

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ED 362 815

PITT COUNTY SCHOOLS

Advisory Handbook

Student Services-May 1990
Revised-August 1993

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SOURCE OF MATERIAL AND REPRODUCTION RIGHTS

The material in this handbook has been compiled from a wide variety of resources. Most of the activities were selected from similar handbooks, guides, and collections from other school districts around the United States. The format for the activities was changed to be consistent throughout, and there was a great deal of editing on the part of the committee.

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WHY?

Advisory Program

By Haim Ginott

I have come to a frightening conclusion.
I am the decisive element in the classroom.
It is my personal approach that creates the climate.
It is my daily mood that makes the weather.
As a teacher I possess tremendous power to make a
child's life miserable or joyous.
I can humiliate or humor, hurt or heal.
In all situations it is my response that decides
whether a crisis will be escalated or de-escalated,
and a child humanized or dehumanized.

From Will It Grow in a Classroom?
Edited by Beatrice and Ronald Gross
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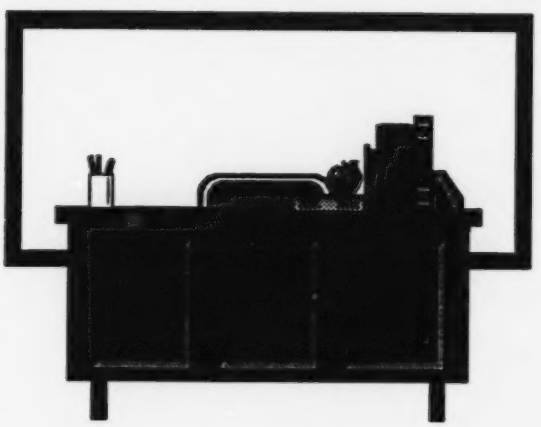


INTRODUCTION

"To the Teacher"

The activities in this book were designed for your use, as a teacher of middle school students, to help you implement the Advisory Program. It is hoped that rapport and good feelings will result and these feelings will carry over to daily lives. Teachers in other middle schools have reported that students, through Advisory experiences, have become more interested in school, better at communicating, better behaved, more cooperative and even more productive in their school work.

As the advisor in this program you become the "significant other" in the student's life at school. You serve as advocate, friend, and a person to whom the student can turn to for advice, understanding, and caring on a daily basis. This program offers a "home away from home" during these transitional school years.

SOURCE: New Hanover County Schools Homebase, New Hanover County, North Carolina

CHARACTERISTICS OF THE MIDDLE SCHOOL CHILD

Biological

1. Exploratory in nature: seeking a place to try but a safe place to retreat.
2. Pseudo-sophisticate.
3. Displays erratic and inconsistent behavior - evidenced by giggling, loud laughing, pushing, flashes of anger and pouting.
4. Self-conscious and easily embarrassed.
5. Over-enthusiastic which results in realism through projects and inconsistent follow-through on responsibilities.
6. Exhibits a short attention span - day dreams.
7. Begins to develop his own aspirations.
8. Needs and wants direction but will not admit it.
9. Willing to learn what he considers useful - wants his particular needs to be met and his problems to be solved immediately.
10. Shows concern for economic independence - interested in earning money.
11. Not consistent in his needs.

Physiological

1. A period of rapid growth and physical development.
2. Girls mature as much as two years ahead of boys - physical development varies widely.
3. Girls fatigue more easily than boys.
4. Exhibit awkwardness and poor coordination caused by growth variations within the body's systems.
5. Move from childhood to puberty - modesty becomes very important.
6. Move from periods of inactivity to hypermobility.

Sociological

1. Very sensitive to peer influence and wants to be a member of a peer group. Prestige is more important than adult approval.
2. Outside pressures are great both academically and socially.
3. Competition is keen.
4. Both sexes are noisy and restless.
5. While attempting to break away, he is lost without family security, peer security, and school security.
6. Sense of audience; feels on center stage; "All are watching me!"

RATIONALE

The Advisory Program is an affective educational program which focuses on the social, emotional, and psychological development of students in grades 6-8.

It has been created with three assumptions in mind.

1. Early adolescence (years 10-14) is a period of marked growth and change. Among others, it is characterized by rapid body growth, puberty, the potential for the development of new mental operations, a search for autonomy, a search for identity, a search for values, emotional flux, tremendous changes in self-concept, sex role identification, and a need for peer approval. It is believed that youngsters experiencing these critical changes need adult assistance in order to successfully negotiate the developmental hurdles they inevitably encounter. This advisory program is intended to provide regular and continuous adult guidance at school in the context of a supportive and stable peer group.

2. The middle school should be a unique and transitional school program, bridging the gap between the elementary school and the high school. Middle school students, upon leaving the more secure structured elementary school often find themselves in a situation where they must seek out guidance and support. They need steady adult guidance with increased opportunity for more freedom and independence than provided in the elementary setting. This advisory program assists in this transition between elementary school and high school by insuring that every student has a significant adult who shows a special concern for and interest in the student's personal growth and development.

3. The final assumption behind the advisory program is the notion that the school should play an active role in educating happy, fully-functioning citizens who can contribute to the welfare of their society.

SOURCE: Prime Time, Sarasota County Schools, Sarasota, Florida

PHILOSOPHY

In the complex society in which we live today, no longer can we assume that traditional, societal institutions such as the family, the church or the judicial system can meet the growing needs of our young adolescents. The only certainty that many of our youth face daily is uncertainty. How then do we, as middle school educators, meet this challenge of helping our kids through, around, and over the hurdles of adolescence?

The Advisory Program is an affective educational program designed to focus on the social, emotional and psychological development of students in grades 6-8. This program provides a structured time where activities are designed and implemented to help adolescents find ways to develop the skills needed for successful living. The program is intended to provide consistent and continuous adult guidance at school in the form of a supportive and stable peer group usually consisting of approximately twenty students.

The Advisory Program in the middle school helps to bridge the gap between the close one-to-one relationship of the teacher and student in the more structured elementary school to the less teacher-directed and more independent focused world of the high school. It offers middle school students the best of both worlds by providing every student with an advisor who will take a special interest to encourage independence and personal growth through the use of planned activities in a scheduled, trusting environment.

Finally, the Advisory Program is designed to help students feel good about themselves and the contributions they can make to their school, community and society. We are committed to this effort on our part as middle school educators to help young adolescents become happy, fully-functioning citizens in our society.

SOURCE: How To Set Up An Advisory Program By Scharr, Callahan and Shewey

GOALS AND OBJECTIVES OF THE MIDDLE SCHOOL ADVISORY PROGRAM

Three general goals have been selected to describe what it is we hope to accomplish through the Advisory Program. They are as follows:

GOALS

1. To help middle school students develop the skills needed to enhance their social, emotional, and psychological growth.

2. To foster a positive school environment by creating an atmosphere of trust, support and acceptance among students and staff.

3. To encourage the development of life skills that will enable students to become responsible, productive members of our society.

The thirteen objectives designed to accompany the goals are likewise general in nature. They are not intended to be highly specific and measurable, nor are they intended to be assigned to a particular goal. They should serve as a guide to the advisor in designing a program for his/her advisory group. They are as follows:

OBJECTIVES

1. To increase students' understanding of their school and its operations.
2. To increase students' understanding of interpersonal relationships.
3. To provide students an opportunity to build a caring relationship with a significant adult in the school setting.
4. To provide advisors with an opportunity to be a significant model for students.
5. To help students develop effective skills for academic success.
6. To help students discover ways of coping with everyday problems.
7. To increase appropriate school personnel's awareness of students with special needs.
8. To help students increase self-awareness.
9. To help students develop feelings of self-worth.
10. To provide another link for home/school communication.
11. To help students develop an awareness of responsible behavior as it relates to themselves and others.
12. To enable students to practice effective decision-making.
13. To help students understand the importance of goal-setting.
14. To help students learn and apply strategies for conflict management.

SOURCE: Prime Time, Sarasota County Schools, Sarasota, Florida

WHAT?

Program Orientation

What is a middle schooler?
I was asked one day.
I knew what he was
But what should I say?

He is noise and confusion.
He is silence that is deep.
He is sunshine and laughter.
Or a cloud that will weep.

He is swift as an arrow.
He is a waster of time.
He wants to be rich,
But cannot save a dime.

He is rude and nasty.
He is polite as can be.
He wants parental guidance,
But fights to be free.

He is aggressive and bossy.
He is timid and shy.
He knows all the answers,
But still will ask "why."

He is awkward and clumsy.
He is graceful and poised.
He is ever changing,
But do not be annoyed.

What is a middle schooler?
I was asked one day.
He is the future unfolding,
So do not stand in the way.

(An eighth grade middle school student)

GUIDELINES

I. Organization

A. Advisory Committee

1. The Advisory Committee may include the principal, and/or assistant principal, the school counselor, and teachers who represent all areas of the school program. Special consideration for including an intramural representative should be given.

2. The committee will meet at least once a month.

B. Advisors

1. The principal will make the final decision on selection of advisors.

2. Non-assigned teachers may be inserviced as substitute advisors.

C. Advisees

1. Advisory groups should be created within grade levels and/or teams.

2. Advisory groups will be constructed heterogeneously.

3. Ideally, the number of students per advisor should be 15 to 20.

4. Students with special needs (i.e. EMH, retainees, and others) should be included with regular education students whenever possible.

5. The Advisory Committee will review each group and make any changes deemed necessary.

D. Orientation and Training

1. Each school will conduct a workshop for the purpose of advisor-advisee training. This workshop should be at least two days in length prior to the opening of school.

2. The Executive Director of Student Services for Pitt County Schools will be available for consultation with respect to staff development.

3. The Advisory Committee will be responsible for coordinating and conducting this workshop.

E. Scheduling

1. Advisory groups should meet daily.

2. The affective education activities should be utilized approximately twice per week, with the remaining days devoted to other types of activities.

3. It is recommended that the actual time devoted to Advisory be a minimum of 20 minutes. If other activities are to occur, such as attendance, Channel One, or announcements, then time should be budgeted to maintain the integrity of the 20 minute time frame.

4. Each school is encouraged to schedule the program as the first part of a school day.

F. Monitoring and Evaluation

1. Like all programs within the school, it is the responsibility of the principal to insure the Advisory Program is effectively implemented throughout the school. Therefore, it is recommended that teacher evaluations include participation in the Advisory Program.

2. The Advisory Program will be evaluated at the end of each school year by teachers, parents, and students.

3. The Advisory Steering Committee will make any necessary revisions or changes to improve the quality of the program.

II. Implementation

A. Operations

1. The Advisory Committee will distribute a monthly calendar which includes any pre-scheduled advisory activities, i.e. intramurals. Each team/grade level will enter its schedule of daily advisory activities and return the completed calendar to the Advisory Committee. (Sample calendar attached).

2. The affective education component of the Advisory Program will be designed at the local system level.

3. In addition to affective education activities, the following suggestions are offered for advisory for the rest of the week: reading, journal writing/dialogue diary, intramurals, special projects, and student recognition.

4. Individual conferences with advisees should be scheduled monthly. Days designated as journal writing and reading may be utilized for these brief conferences.

B. Assignment Changes

1. When an advisor feels a change in a student's group is necessary, the advisor should confer with his or her team members and school counselor before a student transfer request is made to the principal.

2. The principal will determine whether or not to transfer the student to another group or to refer the case to the Advisory Committee for appropriate action.

C. Record Keeping

1. Record-keeping is an important component of the program.

2. Advisors will maintain a folder on all advisees to include the following information:

   a. School placement, (schedule)
   b. School progress-report card grades; strengths-weaknesses
   c. Special services - exceptionalities
   d. Interests, activities, honors
   e. Pertinent family information
   f. Pertinent health information
   g. Peer relationship(s)
   h. Pertinent communications: (notes from other teachers, counselor(s), or parents)
   i. Other

Sample Advisory Calendar
OCTOBER 1993

Team Name: Wonderworkers
Theme: Conflict Management

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 Team Day: Goal setting for October	2
3	4 Journal Writing "Fight: Fair or Foul" Conferences	5 Perceptions p. 29	6 Reading Conferences	7 What Did I See? p. 32	8 Team Day (Awards Program)	9
10	11 Journal Writing "What Can I Do?" Conferences	12 Assertive Me p. 33	13 Reading Conferences	14 Assertive Me p. 34	15 Guest Speaker (DARE Officer)	16
17	18 Journal Writing "Self-Talk" Conferences	19 Decision Making p. 36	20 Intramurals: Moonball	21 CARO p. 38	22 Team Bee (Academic Games)	23
24	25 Journal Writing "Living with Conflict" Conferences	26 Conflict Web p. 42	27 Reading	28 Acceptable Solutions p. 45	29 Catch-Up Day	30
31						

Return to Advisory Committee by September 30, 1993

WHO?

Roles

&

Responsibilities

ADMINISTRATOR

The Administrator (Principal) has the following responsibilities:

1. Coordinate the implementation and overall development of the Advisory Program in his/her school.

2. Approve all aspects of the program as implemented in his/her school.

3. Monitor the Advisory Program to insure that the activities will meet the goals and objectives of the program.

4. Provide the necessary time, materials, and facilities to implement the program.

5. Visit the classrooms during the Advisory Program sessions to provide support and reinforcement to the program.

SOURCE: Prime Time, Sarasota County Schools, Sarasota, Florida

ADVISORY COMMITTEE

Each middle school should set up a committee for the purpose of providing opportunities for sharing and determining the future needs of the staff. This Advisory Committee should also contribute to decisions regarding the school-based structure and activities to occur during the program.

The Advisory Committee has the following responsibilities:

1. Coordinate the monthly calendar.
2. Coordinate the curriculum of the program to prevent overlapping between grade levels.
3. Provide guidance and resources to advisors.
4. Determine evaluation criteria to be used.
5. Facilitate communication.
6. Evaluate and suggest solutions to problems directly related to the program.
7. Initiate and plan inservice for advisors to enhance the program.
8. Protect and insure a guidance-based program.
9. Meet at least once a month.

The Advisory Committee may include the principal and/or the assistant principal, the school counselor, and teachers who represent all areas of the school program. Special consideration for including an intramural representative should be given.

THE ADVISOR

The Advisor has the following responsibilities:

1. Attempt to know each student in his/her advisory group on a personal basis through monthly conferences and other activities.

2. Attempt to know the parents/guardians of the students in his/her advisory group, and to facilitate communication between the home and school.

3. Provide an environment for the advisory group that will facilitate cohesiveness.

4. Plan and utilize activities which will implement the goals and objectives of the Advisory Program.

5. Seek out assistance for students whose needs are beyond the Advisory Program, i.e., refer to the counselor, administration, or other appropriate staff.

6. Maintain appropriate records and monthly calendar (See Guidelines).

SOURCE: Prime Time, Sarasota County Schools, Sarasota, Florida

THE COUNSELOR

The Counselor has the following responsibilities:

1. In conjunction with the principal, advisors, and advisory committee, facilitate the initiation and development of the Advisory Program.

2. Serve as a consultant to the advisors for ideas on developing activities and utilizing resources.

3. Serve as a resource to the advisors by modeling or conducting activities with the advisory group.

4. Facilitate staff development and discussion groups for the advisors to assist them in implementing the program goals and objectives.

5. Serve as a consultant to and receive referrals from the advisors as they seek out assistance for individual students.

SOURCE: Prime Time, Sarasota County Schools, Sarasota, Florida

HOW?

Making it Work

FACILITATING GROUP DISCUSSION

Group discussion is the most important part of these activities. It should stimulate students to identify, reflect on, clarify and express their own feelings, opinions and concerns. Participation is important, but also important are the participation and responses of peers as they listen to student contributions.

At the beginning of the program you may find students who are hesitant about participation. Be sure you emphasize and let them know often that they will not be graded and that the purpose of the activities is to explore their ideas, feelings and problems...and there are no right or wrong answers.

The group can make its own rules or rules like the following can be adopted:

1. Only one person talks at a time.

2. When one person talks, everybody listens and maintains eye contact.

3. There will be no put-downs or laughing at another student.

These and any other rules should be reviewed often. When rules are broken, you as the teacher-leader, should call this to the students' attention. Tell them that more rules may be necessary and the students themselves will be responsible for making any new rules. The teacher should be careful to identify the existence of a class problem(s), for example: intimidation, bullying, name calling and ridiculing. The teacher and the group should work together to solve these problems.

Teachers should want to participate fully in the activities when feelings are being expressed. Sharing your own feelings (self-disclosure) with students establishes an atmosphere which is open and honest and identifies the teacher as a real, live human being who has feelings, problems and concerns and who deserves the same respect they are encouraged to give to others. Sometimes students may not be willing to share an idea in an activity. "I pass" is an acceptable response, but students should be encouraged to make at least one response during a session.

You may feel free to raise questions about what students say, or ask for examples, or paraphrase the students, but don't force answers or force students to justify their statements. The object is to encourage thinking and open and honest expression and not to pin students down or persuade them.

Be sure you draw out students you don't agree with as well as those whom you do agree with. Minority opinions or ludicrous (or obnoxious) statements should be listened to equally.

It is very important for teachers to realize the difference between Advisory time and counseling. Counseling is a deeply involved relationship with a trained counselor and/or a committed counseling group in which a problem situation is explored and goals are set in an attempt to help the person(s) change their behavior. Group participants must pledge to maintain confidentiality regarding the problems of the members as expressed in the group.

FACILITATING GROUP DISCUSSION
(Continued)

Advisory groups also discuss problems that may arise and a trust relationship MAY develop, but teachers should not push for disclosure and should not allow students to discuss the names or situations of other students, faculty members or their own family, except with great discretion. Students who you note have deep or intense personal problems at school, at home or with friends should be referred to the school counselor, who is trained and delegated to make decisions about the handling of these situations.

Just as in the lives of adults, students need to know that the events and problems they discuss in an open group can be distorted or misunderstood and carried to others. Since this is a part of the reality of living in our society, responses like these can be used:

> "You might not want to say this in front of everyone."
>
> "Remember, it is OK to talk about yourself in public but not about what others have told you in confidence."

There are several situations which may lead you to refer a student to the school counselor: 1) If a student discloses during Advisory time (or privately to you) problems that would require on-going counseling (suicide, abuse, family problems, etc.); 2) if a student's behavior or thought patterns suggest deep-seated problems; 3) if you become uncomfortable with what the student is disclosing, or 4) if you begin to suspect the student is beginning to try to evoke your sympathy to better his/her grades. Remember, your school counselor is always available for consultations.

When a referral is indicated, you will want to discuss your concerns with the student first. Then, you may say:

1) "I think this problem deserves more time than I can give you..."

2) "I think you and the counselor could talk about this better..."

3) "Have you thought about talking to the counselor?"

4) "Can I make you an appointment with the counselor?"

5) "I am really concerned about this for you and would like to go with you to the counselor..."

IMPORTANT: COUNSELORS HAVE FOUND THAT REFERRALS MADE WITHOUT THE KNOWLEDGE OF THE STUDENTS MAY HINDER YOUR RELATIONSHIPS WITH THAT STUDENT AND THE OTHERS.

Closure is an important part of an experimental activity. You, as the teacher, should find ways to summarize what has happened and re-emphasize what has happened. Help students to make generalizations about the meanings of the activity. <u>You might ask each student to complete one or more statements: "In today's class, I wish we had, I was surprised that..."</u>

In conclusion, one of the reasons most teachers want to teach is because they enjoy young people and care about them.

WHY WON'T THESE STUDENTS TALK?

Many students are not ready to enter an Advisory group and to talk openly about their feelings, ideas, concerns and beliefs. Advisors can help students to feel comfortable and to express themselves. The following are suggestions to help students in the Advisory Program.

1. Advisors may provide seating charts to students on the first day of school to help students in learning names and in feeling more secure.

2. Advisors may create a more positive classroom atmosphere by posting a cheery greeting on the chalkboard, providing a positive thought for the day, presenting humorous anecdotes, or using student recognition (See "What Do I Do Since I Can't Give A Grade?").

3. When advisors introduce an activity to students, it is helpful for the advisors to demonstrate the procedures for carrying out the activity.

4. When advisors request students to respond, they may want to utilize a progression of responses over a period of time. Initially, students may feel safer in sharing their responses when they are read anonymously by the advisor. Furthermore, a sequence of responses may include, but is not limited to a written response read aloud by the advisor, a written response read aloud by the student while seated, a written response read aloud by the student in front of the class, a verbal response by the student while seated in a small group, and a verbal response by the student in front of the class.

5. During discussions advisors are encouraged to utilize open-ended questions. These questions often begin with the words: how, what, when, or where. Open-ended questions usually elicit <u>more</u> than a yes, no, or one word response. Questions that begin with "why" are discouraged because such a question makes students feel defensive. The following are examples of open-ended questions:

   <u>"What did you do over the weekend?"</u>

   <u>"How do you feel when you are with your friends?"</u>

6. Advisors are encouraged to utilize linking and pairing responses. These responses point out the similarities in content or feeling of the students' answers. For example:

   "John, both you and Bob felt excited about your vacations." <u>Feeling</u>

   "Mary and Susan both went to the movies last night." <u>Content</u>

   By linking the students' responses, group-cohesiveness is fostered and a single student may feel more included in the group.

SOURCE: <u>Prime Time</u>, Sarasota County Schools, Sarasota, Florida

PHRASES HELPFUL DURING GROUP MEETINGS

1. What is everyone feeling right now?
   (Anytime you ask about feelings, help them use specific feeling descriptions. Use simple feeling words like mad, sad, glad, scared, helpless, confused, unsure and keep asking "what else?" until they have described several feelings. Beware of people telling you what you think prefaced with "I feel...").

2. What were you feeling while _____ was talking?

3. What were you thinking while _____ was talking?

4. Let's "freeze" this and figure out what's going on in here.

5. How do you think _____ felt when you said (or did) that?

6. What do all of you think _____ was feeling as he/she talked?

7. If you had to guess what _____ was feeling right now, what would you guess?

8. How do you feel about your group members right now?

9. How do you feel about how we are spending our time today?

10. What did you feel or think about after our last meeting?

11. How are we doing on getting to <u>really</u> know each other?

12. If you had a magic wand, what would you change about how our group operates?

13. I saw your expression change just then - did something happen? Did anyone else notice?

14. It's important to say how we feel right now so _____ won't leave here feeling unsure about what just happened.

WHAT DO I DO SINCE I CAN'T GIVE A GRADE?

At times some teachers may feel that students are uncooperative in Advisory meetings due to the fact that they are not graded for participation or for citizenship. Because grades are not given, some teachers may believe that students view Advisory as less important than classes in which they do receive credit for their participation and effort. A typical academic grading system is not appropriate within the concept of Advisory because of the affective emphasis. For example, how can an individual be graded on how well he works with the group to solve a problem or how well he expresses his feelings?

Rather than assigning grades to show student progress, advisors might use a student recognition system. Students should be recognized for following rules, participating in class, or working well with others. Recognition of students may be either class, team and/or school-based. Some Advisory groups may select a student of the week, month, or grading period. Students may be involved in establishing criteria as well as in the selection process. When defining appropriate criteria for recognition, it is vital to emphasize that certain characteristics or behaviors such as being helpful, considerate, and responsible, should be identified. Therefore, the possibility of a popularity contest is eliminated. As many students as possible should be selected.

The following are suggested ways that advisors may recognize students:

1. Verbal recognition
2. Wink, smile, or positive gesture
3. Paper certificate, happy-gram
4. Bookmark for outstanding behavior in silent reading
5. Sticker
6. Laminated badge
7. Ribbon
8. Posted photograph in the classroom
9. Note to the parent from advisor
10. Personal note to the student from advisor which recognizes individual accomplishments and/or interests
11. Warm fuzzies made from cotton balls
12. Stamp on the hand or notebook using a stamp pad
13. Announcement in the daily bulletin
14. Announcement over the P.A. system

WHAT DO I DO SINCE I CAN'T GIVE A GRADE? (Continued)

15. A positive referral to the administrator or counselor for acknowledgment of the student

16. Special pen or pencil for outstanding behavior in journal writing

17. Monthly birthday party which recognizes all students who had a birthday that month. (Keep it simple!)

18. Special responsibilities, such as delivering messages

19. If time is left after the activity/discussion, visit with students informally

SOURCE: Prime Time, Sarasota County Schools, Sarasota, Florida

WHERE DO I GO FOR SUPPORT?

One of the rewards in being a part of the Advisory Program is developing special adult/student friendships which differ from the typical teacher/student relationships. The advisor is expected to provide support and encouragement for students in their struggles to cope with adolescence. The advisor may occasionally feel uncomfortable with this responsibility and uncertain about how to handle the group or an individual within the group. As a result, the advisor may need support. This support may be provided at a team, grade, and/or school level.

Sharing mutual support among advisors at a team level is essential. The advisors working with students from a particular team must work together in order to make the Advisory Program a successful experience for the adults and students. Frequently, all advisors from a particular team do not share a common planning time. Therefore, it is suggested that the advisors meet before or after school on a monthly basis for 15 to 30 minutes. This meeting may be used for planning a unit of activities to be implemented by all advisors on a team, exchanging successful activities or materials, sharing concerns or information about particular students, expressing concerns about the group as a whole, and giving and receiving support.

Grade level or school level meetings may be held once a month to provide additional on-going support for advisors. A counselor, administrator, or designee may coordinate these meetings. The meetings should be structured around the needs of the advisors. The advisors may need something as unstructured as wanting a place to express concerns and ideas about the Advisory Program. In that case, the coordinator would facilitate discussion. Advisors may want to use the meetings as a place to exchange, model, or develop activities. Furthermore, the advisors may look for assistance in managing the dynamics of their student groups. In the last two instances, the coordinator of the meetings would need to be prepared for presenting information, identifying resources, or facilitating problem solving.

SOURCE: Prime Time, Sarasota County Schools, Sarasota, Florida

HELP! THESE STUDENTS WON'T BEHAVE!

This is a frequent statement coming from advisors and pertains to a student who exhibits nonconforming or unacceptable behavior. There are definite procedures that a teacher can follow when looking for help and answers in coping with a student's misbehavior. Suggested procedures are as follows:

1. Have student/teacher conferences.
2. Conduct a team meeting to discuss the student's overall behavioral pattern.
3. Have student/team conferences.
4. Make parent contact.
5. Develop prescriptive interventions.
6. Utilize special services. (See section "Crisis! Who else can help this Child?")
7. Keep doing the best that one can possibly do. Advisors are <u>not</u> expected to solve all problems!

CRISIS! WHO ELSE CAN HELP THIS CHILD?

When an advisor encounters a problem which cannot be resolved within the classroom setting, there are other resource people within the school to whom the student may be referred.

1. School counselor - The types of problems with which the school counselor may be of use are dealing with concerns in the home, the peer group, the community, and other personal/social difficulties.
2. Principal and Assistant Principal - In case of a severe problem, one of the above is usually the first person to see. These problems could include complete disregard for school rules, the rights of other students, or the advisor's rights. They may also meet with the parents and students to resolve an on-going problem.
3. Intervention Teams - Referrals for attendance concerns, serious academic problems, health concerns, etc. may be made to this team if operational in the school.

SOURCE: <u>Prime Time</u>, Sarasota County Schools, Sarasota, Florida

DO'S AND DON'TS FOR ADVISORS

DO'S

1. Do have a planned and regularly scheduled program.
2. Do inform your students why the Advisory Program is important to you and for them.
3. Do share your own personal hopes, worries, experiences, and limitations.
4. Do activities WITH your students and not TO them.
5. Do allow time for students to trust the program, the advisor, and each other. Develop the team approach.
6. Do lots of hands-on and interactive activities.
7. Do show your enthusiasm and commitment for the program.
8. Do be a good listener.
9. Do display a sense of humor.
10. Do initiate and maintain contact with each advisee's parent/guardian.
11. Do give students ownership in the program through group decision-making and activity selection.
12. Do be familiar with and adhere to district/school program guidelines.
13. Do respect the uniqueness of each and every student and their right to privacy.
14. Do provide opportunities for development of group cooperation and cohesiveness.
15. Do know when to redirect the focus of the group.
16. Do consult advisee when referrals are to be made.
17. Do make yourself available.

DO'S AND DON'TS FOR ADVISORS

DON'TS

1. Don't have unrealistic program expectations --- too much, too fast, too soon.
2. Don't put barriers between yourself and the students.
3. Don't expect all students in your advisory group to like each other or you especially in the beginning.
4. Don't tolerate student put-downs of any type.
5. Don't forget to help one another to be successful in the program.
6. Don't be unwilling to seek outside resources.
7. Don't forget to have fun with your students.
8. Don't be unprepared.
9. Don't doom the program to failure by complaining about it in negative ways.
10. Don't play favorites.
11. Don't refer anyone unless the situation warrants - you can handle most things yourself.

SOURCE: How To Set Up An Advisory Program; by Schurr, Callahan and Shewey

THE TEN MOST COMMONLY ASKED QUESTIONS

TEN MOST COMMONLY ASKED QUESTIONS AND ANSWERS ABOUT ADVISORY PROGRAMS

1. Q. When will I have time to meet with my advisees and how will they be selected?

   A. We will have a set time schedule every day or every week during the regular school day. Students will be placed in heterogeneous advisory groups or they will be assigned by the principal and/or the Advisory Committee.

2. Q. How large will the advisory groups be and who will serve as advisors?

   A. Advisory groups will contain approximately 20 students and most administrative and teaching staff will serve as advisors unless otherwise specified by the principal.

3. Q. What will counselors do in the advisory program of the school?

   A. Counselors will serve as trainers, resources and backups for the advisors as well as continue their present duties. They will also service students with special needs and in special programs. In general, their roles are more proactive than reactive in nature.

4. Q. Can we really afford to take class time for advisement?

   A. The results of school needs assessment, the findings of research, the needs/characteristics of early adolescents, the observations of staff, and the mandates of the school board clearly point out that we cannot afford to ignore these students in the affective domain. <u>Just remember, students don't care what you know until they know that you care</u>.

5. Q. What are advisors supposed to do in advisory groups?

   A.
   1. Get to know each advisee on an individual basis.
   2. Become knowledgeable about the total school program and how each advisee can gain the greatest benefit from it.
   3. Help each advisee to recognize his/her strengths and weaknesses and to set goals for growth and self-improvement.
   4. Implement series of predetermined advisory activities in such areas as study skills, personal development skills, communication skills, people skills, and career planning skills.

6. Q. What type of teacher personality and training experiences must a good advisor have?

   A. Successful advisors are those with a genuine sensitivity to student needs and characteristics. The advisors should be willing to share themselves and their own experiences where appropriate to do so. Constructive use of advisory time will be addressed in a series of staff development sessions.

QUESTIONS AND ANSWERS (Continued)

It is strongly recommended that individuals be closely monitored and evaluated as advisors.

7. Q. How much should students and parents be involved in the advisory program?

   A. Advisement should be a total school commitment. It does not work well as an optional activity nor does it work well if all parties are not involved in the planning, implementation, and evaluation phases of an advisory program.

8. Q. Should advisees be assigned to the same advisor throughout the middle grade schooling years?

   A. It is recommended that a student keep the same advisor throughout the middle grade program to promote the nurturing and sustenance of long term relationships both with adults and peers. It should be noted, however, that in most cases advisors and advisees change on a yearly basis.

9. Q. How are advisory groups different from academic classes?

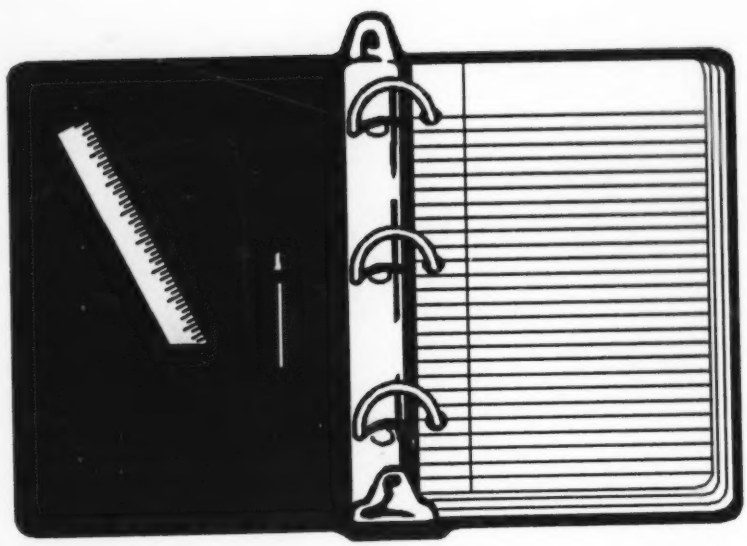
   A. Advisory activities focus on the affective or feeling domain whereas academic classes focus on the cognitive or thinking domain. Advisement has the primary mission of developing the student's character while academic periods have the primary mission of developing the student's understanding of subject matter. An additional difference is that student grades are issued for academic class work and not issued for advisory class work.

10. Q. What benefits do advisors get out of an advisement program?

    A. Not only is it personally rewarding to build special relationships with students, but it is also reasonable to expect improvement in such areas as student attendance, motivation, performance, discipline, and attitude.

SOURCE: How To Set Up An Advisory Program, by Schurr, Callahan, and Shewey

EVALUATION



STUDENT EVALUATION OF THE ADVISOR-ADVISEE PROGRAM

	Usually	Sometimes	Seldom
1. I like the activities in my advisor-advisee class.			
2. My advisor-advisee class helps me to make friends.			
3. My advisor-advisee class helps me to get along better with my family.			
4. My advisor-advisee class helps me to understand myself better.			
5. My advisory teacher helps me to understand my feelings and to deal with them appropriately.			
6. My advisor-advisee class helps me to plan realistic goals for my future.			
7. My advisory teacher knows more about me personally than any other teacher in the school.			
8. My advisor-advisee class deals with topics that are important to me.			
9. My advisor-advisee class helps me to get along better with my teachers.			
10. My advisor-advisee class helps me to get along better with other students.			
11. My advisory teacher is my academic counselor and encourages me to make better grades.			
12. My advisor-advisee class helps me to understand adults better.			
13. I look forward to going to my advisor-advisee class.			
14. Overall, my advisor-advisee class helps me to get along better at school.			

STUDENT EVALUATION (Continued)

15. Check the types of specific activities you like best in your advisor-advisee class.

_____ Group Work
_____ Holiday Activities
_____ School or Community Help Projects
_____ Films
_____ Games
_____ Role Playing
_____ Paper/Pencil Activity Sheets
_____ Career Exploration
_____ Academic Counseling
_____ Intramurals
_____ Field Trips
_____ Arts and Crafts
_____ Group Discussions
_____ Moral Dilemmas/Problem-solving
_____ Guest Speakers

16. Check the types of specific activities you did not like in your advisor-advisee class.

_____ Group Work
_____ Holiday Activities
_____ School or Community Help Projects
_____ Films
_____ Games
_____ Role Playing
_____ Paper/Pencil Activity Sheets
_____ Career Exploration
_____ Academic Counseling
_____ Intramurals
_____ Field Trips
_____ Arts and Crafts
_____ Group Discussions
_____ Moral Dilemmas/Problem-solving
_____ Guest Speakers

17. What was your very favorite advisor-advisee activity? Why?

18. Was there something you wish you had done in advisor-advisee and didn't get the opportunity to do it? What and Why?

19. Complete this open-ended sentence- My advisor-advisee class is . . .

SOURCE: How To Set Up An Advisory Program, by Schurr, Callahan, and Shewey

PARENT EVALUATION OF THE ADVISOR-ADVISEE PROGRAM

		YES	NO	DON'T KNOW
1.	I know what an advisor-advisee program is.			
2.	I have attended a school presentation for parents on the advisor-advisee or have received information from my child's school about the advisor-advisee program.			
3.	My child likes the activities in his/her advisor-advisee class.			
4.	My child's advisor-advisee class works on activities related to growing up, peer relations, family relations, developing a healthy self-concept, etc.			
5.	My child has a close relationship with his/her advisory teacher.			
6.	My child feels that the topics dealt with in his/her advisory class are interesting and of importance to him/her.			
7.	My child's advisory teacher also serves as an academic counselor to him/her.			
8.	My child's advisory teacher serves as a school liaison between our family and the school.			
9.	My child's advisory teacher knows more about him/her than any other teacher in school.			
10.	In general, my child's advisory class helps him/her to get along better in school.			

COMMENTS: Please write any additional comments or concerns about our advisor-advisee program that you think will help strengthen the program and make it better for the students at our school.

_____

_____

_____

_____

SOURCE: How To Set Up An Advisory Program, by Schurr, Callahan, and Shewey

TEACHER EVALUATION OF ADVISOR-ADVISEE PROGRAM

		USUALLY	SOMETIMES	NEVER
1.	Our schedule provides for a regular small group guidance program.			
2.	Someone in our school is designated to help teachers who are having problems with their advisor-advisee class.			
3.	The advisor-advisee program is monitored by our administration to ensure a quality program.			
4.	Inservice training is provided to make our teachers feel comfortable with small guidance groups.			
5.	Our advisor-advisee program provides students with activities designed to help them develop close and supportive relationships with adults and peers.			
6.	Middle school students need small group guidance.			
7.	Our teachers share and exchange ideas about advisor-advisee.			
8.	Our administrators openly support advisor-advisee.			
9.	Our guidance counselors serve as a resource support system for advisor-advisee.			
10.	Our teachers get together to plan team activities for advisor-advisee.			
11.	Our administrators actively participate in advisor-advisee.			
12.	Our school provides opportunities for on-going recognition of students' personal excellence.			
13.	There is a social profile/record kept about each advisory student by the respective advisor.			
14.	Our teachers see student guidance as a responsibility to be shared by all faculty members.			

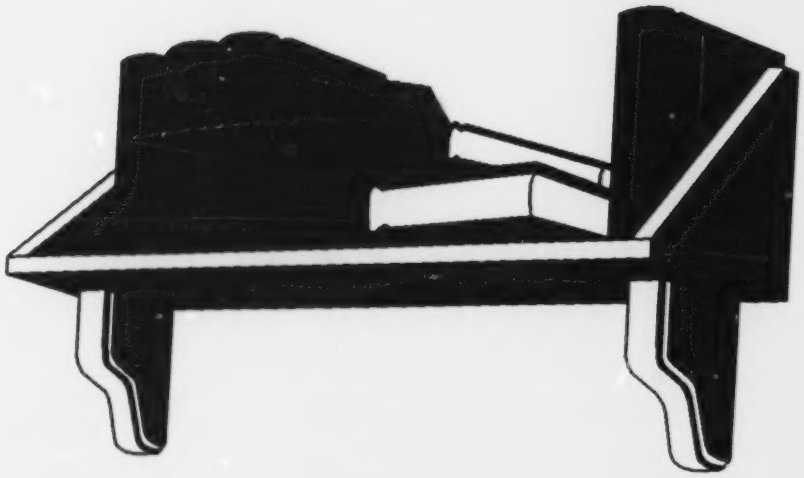
TEACHER EVALUATION (Continued)

	USUALLY	SOMETIMES	NEVER
16. I make personal contact with the parents of my advisory students.			
17. My students help select topics for discussion and activities in our advisory class.			
18. My students feel that the topics we deal with are interesting and of importance to them.			
19. I know more about my advisory students than any other member of our faculty.			
20. I am an academic counselor for my advisory students and encourage them to make good grades.			

COMMENTS: Please write any additional comments or concerns about our advisor-advisee program that you think will help strengthen the program and make it better for the students at our school.

SOURCE: How To Set Up An Advisory Program, by Schurr, Callahan and Shewey

SELECTED RESOURCES



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II. HANDBOOKS

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Advisor-Advisee Handbook, High Springs, Florida.

Affective Education Handbook, Schurr, Shewey. Available from National Resource Center for Middle Grades Education.

Cooper Middle School Advisor/Advisee Program.

FAME (Finding Acceptance in the Middle School Environment) Activities Handbook, Mr. Quinn Wiggins with Alachua County School Board, Gainsville, Florida. (904) 336-3300.

How To Set Up An Advisory Program, Developed by Sandra Schurr, Kathy Callahan and Kathy Shewey. Available from National Resource Center for Middle Grades Education.

Prime Time Activities Handbook, Developed by Sarasota County Schools. Available from National Resource Center for Middle Grades Education, College of Education, University of South Florida, Tampa, Florida 33620-5650. Cost: $80.00 (3 books and manual)

Shoreham-Wading River Middle School Advisory Handbook.

III. NORTH CAROLINA SCHOOL DISTRICTS/SCHOOLS (All have activity books.)

Albemarle Middle School, Albemarle City Schools. Contact Margaret Ivey, Counselor, Phone: 704/982-5480.

Brewster Middle School, Camp Lejeune Schools. Contact Dr. Judy Novicki, Principal, Phone: 919/451-2561.

Durham County Schools. Contact Dr. Janice Davis, Coordinator of Middle Schools, Phone: 919/560-3720.

Griffin Middle, High Point City Schools. Contact Elaine Goins, Teacher, Phone: 919/889-9966.

Pitt County Schools. Contact Arlene M. Ferren, Coordinator of Pupil Services, Phone: 919/830-4220.

Upchurch Junior High, Hoke County Schools. Contact Lavetta Horton, Associate Superintendent, Phone: 919/875-4106.

IV. PERIODICALS

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V. PROFESSIONAL ORGANIZATIONS

National Middle School Association, Attn: Robert Malinka, P.O. Box 14882, Columbus, OH 43214, Phone 614/263-5407. ($35/year, September 1 - August 31)

National Association of Middle School Administrators, Box 16149, Columbus, OH 43216. (Individual membership - $25.00)

National Association of Secondary School Principals, Attn: George Melton, 1904 Association Drive, Reston, VA 22091, Phone 703/860-0200. (Individual membership - $95, Institutional membership - $125)

North Carolina League of Middle Level Schools, c/o Mr. Anthony Sasseen, Principal, North Laurinburg Primary, Route 4, Box 10, Laurinburg, NC 28352, (Institutional membership - $40, Individual membership - $10)

VI. Resources with Addresses

Alachua County School Board, Attn: Ms. Kathy Shewey, 620 East University Avenue, Gainsville, FL 32601. Telephone: 904/395-0555. Published a three book series entitled FAME (Finding Acceptance in the Middle School Environment). The series includes a large resource book for grades 6, 7, and 8 focusing on the social and emotional development of students in the middle grades. The price is $35.00.

Center for Early Adolescence, UNC-CH, Suite 223, Carr Mill, Carrboro, NC 27510. Telephone: 919/ 966-1148. A national center that provides information and training to professionals, volunteers, and policy-makers who have an impact upon the lives of 10-15 year olds. Publications include Living With 10 to 15 Year Olds, Middle Grades Assessment Program, Planning Programs for Young Adolescents, 3:00 to 6:00 P.M.: Programs for Young Adolescents.

National Resource Center for Middle Grades Education, University of South Florida, Tampa, FL 33620. Telephone 813/ 974-3530. A service center Disseminating information, providing staff development programs, and instituting a series of seminar and symposium experiences.

Teacher Education Resources. P.O. Box 206, Gainesville, FL 32602. A source of audiovisual materials to include filmstrips and cassettes on "The Middle School Story," "Organizing and Operating the Middle School," "The Teacher-Advisory Program," "Interdisciplinary Team Organization," etc. Catalog updated yearly.